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Dear Teacher,

HarperCollins Children's Books is pleased to present this guide to our I Can Read! series. Begun in 1957, the I Can Read! list includes more than 200 titles. I Can Read! books have been awarded honors reserved for distinguished children's books: Newbery and Caldecott Honors and ALA Notable Awards, to name a few. They feature a fabulous cast of characters—this collection will introduce your students to the joys of reading about the Golly sisters, Chang, Clara, and many others.

Whether you are reading to children or with children, or guiding them during independent reading, the I Can Read! Classroom in a Box will provide you with great literature and activities designed to enhance language arts instruction. Your students will gain insights and make connections between their world and the stories. Through these exercises readers will become active participants in learning, thereby building vital literacy skills.

Your Classroom in a Box collection includes 6 copies each of 20 titles. In addition, there is a classroom poster with a complete list of I Can Read! titles, a set of 25 reading journals with a reading log and stickers for your students, plus a teacher's guide with activities for each story in the collection. For more information and activities, please be sure to visit our website at [www.icanread.com](http://www.icanread.com).

*Happy Reading!*

## About This Guide:

Each entry in this Teacher's Guide includes:

- *Story Summary*
- *Guided Reading Level*
- *Objectives*
- *Pre-reading, During Reading, and After Reading Activities*

To enhance your use of this guide, we offer the following definitions:

### PRE-READING

Reading is a process that begins before the book is read. Pre-reading activities and discussions give purpose and focus to the reading experience.

### DURING READING

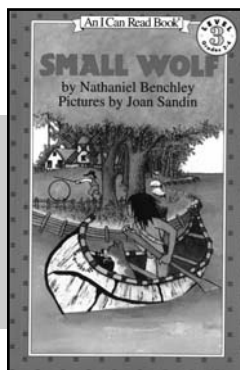
As students listen to or read stories, they find out information and use literacy skills to make the story meaningful. Reading reinforces vocabulary and fluency, helps students to make sense of new words in context, and allows the reader to become engaged by characters and story plot.

### AFTER READING

Returning to the text gives students opportunities to validate their understanding of the illustrations, characters, and story elements. It enhances critical-thinking skills as they draw on evidence from the text and allows them to make connections between their own lives and the story. Writing activities, discussion, and sharing can be used to explore students' thoughts and feelings about what they have read.

The literacy skills and objectives reinforced through the activities in this guide include:

- *Author's purpose*
- *Chapters*
- *Character analysis*
- *Compare and contrast*
- *Drawing conclusions*
- *Following directions*
- *Genre*
- *Locating answers*
- *Main idea and supporting details*
- *Making inferences*
- *Patterns of language*
- *Predicting outcomes*
- *Problem and solution*
- *Sequencing events*
- *Story elements*
- *Summarizing*
- *Theme*
- *Vocabulary skills*
- *Writing skills*



## ***Small Wolf*** **by Nathaniel Benchley, pictures by Joan Sandin**

**Summary:** On Small Wolf's solo hunting trip, he sees white people for the first time. Small Wolf returns with his father to investigate. They are warned off at gunpoint and told that the white settlers own the land. Small Wolf and his tribe move upriver to avoid conflict.

GRL J

**Objectives:** *Compare and contrast. Practice sequencing. Study vocabulary.*

### **PRE-READING**

#### **Activity 1**

Read the title and the author's and illustrator's names. Discuss the cover illustration, including the Dutch flag, windmill and the expression on the boy's face. Talk about the time and place in which the story is set. Create a timeline by drawing a straight line on mural paper. On one end write "1600's" and enter "Native Americans encounter Dutch settlers on Manhattan Island." Explain that a timeline shows when events happened in history and, by putting events in order, tells a story about history. Save this timeline and add to it for each historical story read.

#### **Activity 2**

Introduce new vocabulary words. Begin by writing "Indian" on the board. Write "Native American" next to "Indian." Explain that when Christopher Columbus landed in America, he thought he was in India. Tell the students that they will learn more about Native Americans by reading *Small Wolf*. Put these words on the board:

*hunt canoe island Manhattan shelter  
medicine man Canarsee crops goods*

Let students know that the meanings will become clearer as they read the words in context.

### **DURING READING**

#### **Activity 3**

Read the summary on the back cover aloud. Listen to

or read the story to find out why Small Wolf's family must search for a new home.

#### **Activity 4**

Read to page 15. Discuss Small Wolf. What kind of life did he have? What did he want for himself? Read through page 19 and discuss his fears. Turn to page 22. What did he see? Why was this so strange to him? Read the rest of the story uninterrupted.

#### **Activity 5**

Read the Author's Note on page 64. Discuss why this genre is called historical fiction.

### **AFTER READING**

#### **Activity 6**

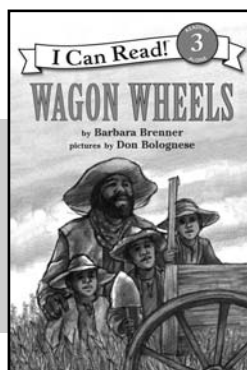
Compare and contrast the "Indians" and the "white man." Go back to the story for details. Include beliefs, way of life, clothing, etc.

#### **Activity 7**

Have students close their eyes and visualize the story as a movie. What images come to mind? Have readers retell the story on the **Story Map** worksheet found at the back of the Teacher's Guide.

#### **Activity 8**

Ask readers what new information they learned. Did this information change readers' thoughts? What is the author's opinion of the subject? Ask students to explain how they can tell.



## Wagon Wheels

by Barbara Brenner, pictures by Don Bolognese

**Summary:** The Muldie boys and their father have come a long way to settle in the black community of Nicodemus, Kansas. When Daddy moves on to find a better place to farm, the three boys care for each other and eventually make a dangerous journey to reunite with Daddy.

GRL K

**Objectives:** *Identify story elements. Compare and contrast.*

### PRE-READING

#### Activity 1

Read the book's title and the author's and illustrator's names aloud. Discuss the cover illustration. Explain that this story takes place in the late 1800s, after the Civil War. Many newly freed black people left the South and traveled west, where they were offered free land. Ask students to predict what the story will be about. Add this date and event to the running timeline.

#### Activity 2

Read the back cover summary. Hand out the **Map of the United States of America** from the back of the Teacher's Guide. Have students follow the journey on the map from the South moving westward to Kansas. Discuss the distance and the fact that the Muldies traveled in a wagon.

#### Activity 3

Put new vocabulary words on the board:

*Nicodemus   Kansas   Kentucky   prairie  
carpenter   dugout   trail   pioneer  
molasses*

Have the students tell what they think the words mean. Read to find the new words in context and to find out about the Muldie boys' journey.

### DURING READING

#### Activity 4

Read the table of contents. Read "The Dugout" and discuss what a dugout is.

#### Activity 5

Read "Indians" to find out what problem they encounter and how they manage to survive. Discuss how the settlers first perceive the Indians and how they were wrong.

#### Activity 6

Read "Moving On" to find out who is moving on and why. Read through page 33. Why did Daddy leave his children? Why did he have tears in his eyes? Discuss the dangers of taking the boys on the journey. Read the rest of the chapter.

#### Activity 7

Read "The Letter." Discuss the passage of time and how it helped Daddy prepare for the arrival of his boys. Have students share how the ending made them feel.

### AFTER READING

#### Activity 8

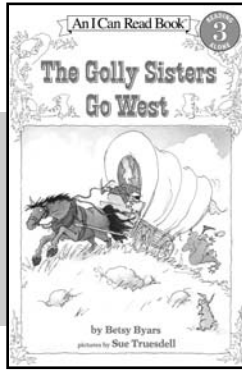
Ask readers whether this story could really have happened and why. Then read "Behind This Story . . ." on page 64.

#### Activity 9

Have students fill out the **Story Elements** worksheet found at the back of the Teacher's Guide.

#### Activity 10

Have readers compare children now to children in the 1800s. Use the **Venn Diagram** found at the back of the Teacher's Guide.



## ***The Golly Sisters Go West*** by Betsy Byars, pictures by Sue Truesdell

**Summary:** May-May and Rose are the funniest performers ever to head west in a covered wagon. Along the way, they learn how to talk to their horse, they perform for an audience of dogs, and they learn when *not* to fuss.

GRL K

**Objectives:** *Identify problem and solution. Study character analysis. Compare and contrast.*

### **PRE-READING**

#### **Activity 1**

Read the book's title and the author's and illustrator's names. Ask the group what "Go West" means. Make sure the concept is clear. In the 1800s people were told that there was free land to be had if they traveled westward. Discuss how they traveled. Explain that people lived differently then because there was little technology. Have students look at the illustrations to get more information. Create a "T chart" on the board showing the way we live today versus life in the 1800s.

#### **Activity 2**

Have the students read the back cover summary. Ask them to predict if the story will be fiction or nonfiction. Listen to or read the story to find out what kinds of problems the Golly sisters encounter and how they solve them.

#### **Activity 3**

Ask the students to describe their relationships with their brothers and sisters. How would they feel about traveling and working with their siblings—in a covered wagon?

### **DURING READING**

#### **Activity 4**

Read the table of contents. Discuss the chapter titles and have the students predict what the chapters will be about.

#### **Activity 5**

Read through page 11 to find out the Golly sisters' problem. Read the rest of the story to find the solution. Chart the problem and solution on the board. Continue with the other stories in the same way.

### **AFTER READING**

#### **Activity 6**

Have readers do a character analysis of the Golly sisters using the **Character Analysis** worksheet found at the back of the Teacher's Guide.

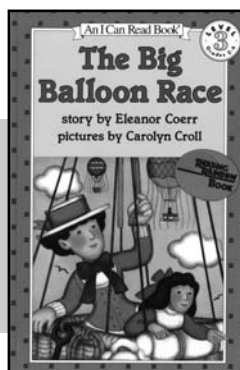
#### **Activity 7**

Have students answer the following comprehension questions:

1. *What words best describe the Golly sisters?*
2. *What is the "horse word" for go? Stop?*
3. *How do the Golly sisters feel about one another?*
4. *Tell what parts were funny. Give examples from each story.*

#### **Activity 8**

Have students write a book review. Explain that a book review describes the book and gives the reader's opinion of it. Have students start by giving the book's title, the author's and illustrator's names, and the story's genre and theme. Tell students that their review must be persuasive about whether the story is or isn't worth reading. Suggest that they pretend they are making a recommendation to a friend and remind them to be convincing by giving examples from the story.



## The Big Balloon Race by Eleanor Coerr, pictures by Carolyn Croll

**Summary:** Ariel accidentally stows away in her mother's beautiful hot air balloon as it lifts off for the big race of 1882. And that spells trouble almost all the way to the finish line!

GRL K

**Objectives:** *Identify new vocabulary in and out of context. Identify and understand onomatopoeia. Identify genre.*

### PRE-READING

#### Activity 1

Read the title and the author's and illustrator's names. Tell students that Eleanor Coerr has written many children's books. Display the other Coerr titles in this collection.

#### Activity 2

What are the characters doing in the cover illustration? Write "hot air balloon" on the board. Continue writing:

<i>aeronaut</i>	<i>acrobats</i>	<i>hydrogen gas</i>	<i>aloft</i>
<i>stowaway</i>	<i>ballast</i>	<i>updraft</i>	<i>valve</i>
<i>gaiters</i>	<i>toggles</i>	<i>altimeter</i>	<i>rip cord</i>

Discuss the words' meanings.

#### Activity 3

Discuss the concept of "books based on real stories," like *Wagon Wheels*. Read the Author's Note at the back of the book. Explain that this story is historical fiction because it's based on real events in history.

#### Activity 4

Read and discuss the back cover summary. Tell students that they will listen to or read the story and learn new words.

### DURING READING

#### Activity 5

Read through page 7. Why won't Ariel's mom let her

go up in the balloon with her? Discuss the setting as you read. Stop on page 19 and have students describe how Ariel became a stowaway. Was this done intentionally?

#### Activity 6

Read the name of the second chapter aloud and talk about the expression "up and down." Explain that it can be literal or figurative. For example, "I had an up day. Everything went my way." Or, "I was down when I found out my best friend was sick." Read "Ups and Downs." Discuss the "ups" and "downs" of the race.

#### Activity 7

Read "Ariel to the Rescue." Discuss how Ariel saved the day.

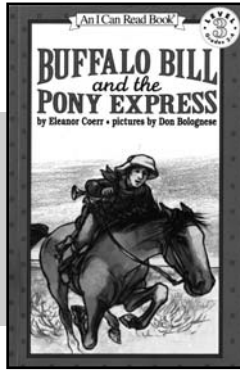
### AFTER READING

#### Activity 8

Have the students go back to the story and find the new vocabulary words in context. Complete the **New Vocabulary** worksheet found at the back of the Teacher's Guide.

#### Activity 9

The story has many examples of onomatopoeia—like "SPLAAAAASH!" Explain that onomatopoeia is a word that imitates the sound it is describing. Find examples of onomatopoeia in the story. Have students think of other examples and illustrate them.



## **Buffalo Bill and the Pony Express** by Eleanor Coerr, pictures by Don Bolognese

**Summary:** Bill Cody was only fifteen when he joined the Pony Express. Delivering the mail by horseback was challenging work, and Bill had many adventures, from weathering terrible storms and facing a pack of wolves to foiling robbers.

GRL K

**Objectives:** *Generate questions. Identify the main idea and supporting details.*

### **PRE-READING**

#### **Activity 1**

Read the book's title and the author's and illustrator's names. Mention that the author also wrote *The Big Balloon Race*. Discuss the cover illustration.

#### **Activity 2**

Write "Pony Express" in a circle on the board. Ask the class to tell what they know about the topic. Record answers. Explain that the Pony Express delivered mail to people before there were telephones. It was the only way people in remote parts of the country knew what was going on in the world.

#### **Activity 3**

Have the students generate questions about the Pony Express. Record the questions on chart paper.

#### **Activity 4**

Read the summary on the back cover to get more information about Buffalo Bill Cody and the Pony Express. Listen to or read the book to find out why he became famous.

### **DURING READING**

#### **Activity 5**

Read "Riders Wanted!" Why was Bill hired?

#### **Activity 6**

Read "The Chase." Why is the chapter called "The Chase"? Why does Bill tell his mom that the ride was

easy? Predict what the next chapter will be about.

#### **Activity 7**

Read "Wolves!" How did Bill survive the ride? What kind of relationship do you think Bill has with his mother? Why?

#### **Activity 8**

Read "The Shoot-out." Discuss Bill's clever plan.

#### **Activity 9**

Read the Author's Note. Discuss tall tales. Explain that these stories may be true but exaggerated. Give an example of an exaggeration. Have students tell you which events in the story they think might be tall tales. Explain that there are no wrong answers.

### **AFTER READING**

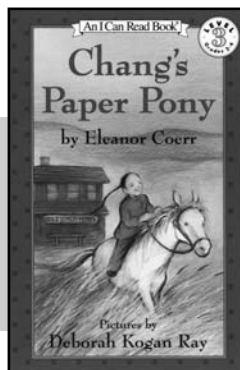
#### **Activity 10**

Answer the questions generated in Activity 3 to show what was learned from the story.

#### **Activity 11**

Have students complete the **Pizza Wheel** worksheet found at the back of the Teacher's Guide. Use it to record the main idea and supporting details of this story. Include how Buffalo Bill got his name, why he became famous, how long he worked the Pony Express, and other important details.





## **Chang's Paper Pony** by Eleanor Coerr, pictures by Deborah Kogan Ray

**Summary:** Chang and his grandfather are Chinese immigrants who work in the kitchen of a hotel during the California gold rush. Chang's dream is to own a pony, but that seems remote. With the help and friendship of a miner named Big Pete, Chang's dream does come true.

GRL L

**Objectives:** *Practice prediction. Study genre. Identify story elements.*

### **PRE-READING**

#### **Activity 1**

Read the book's title and the author's and illustrator's names. Ask students to describe the character on the cover. Discuss the colors the illustrator used and read the sign on the building.

#### **Activity 2**

Tell readers that during the same time period as Buffalo Bill and the Pony Express, people were heading to California to find gold. This was called the gold rush. Have the students take out their **Map of the United States of America** from the back of the Teacher's Guide and find the state of California. Label it "Gold Mountain," the name Chinese people called California.

#### **Activity 3**

Give some background about Chinese immigration from 1850–1864. Explain that war and a series of natural disasters threatened the lives and livelihoods of many people in China. As news of the California gold rush spread, many chose to leave their country and immigrate to California. Add "The California Gold Rush" to the timeline begun when the group read *Small Wolf*.

### **DURING READING**

#### **Activity 4**

Read the summary on the back cover. Ask students what they expect to find out in the story.

#### **Activity 5**

Read the chapter titles aloud. Have students read Chapter One to tell Chang's wish. Read Chapter Two to tell what kind of trouble Chang faces. Ask for examples of discrimination. Read Chapter Three to learn who Big Pete is. Read Chapter Four to tell why Chang has gold fever. Have students predict what will happen in Chapter Five, "The Real Pony." Read the chapter. Does Chang's dream come true?

#### **Activity 6**

Read the Author's Note. What genre is this book?

### **AFTER READING**

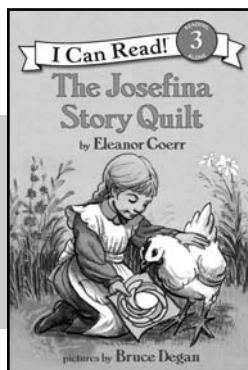
#### **Activity 7**

Have students go back to the story to complete the **Story Elements** worksheet found at the back of the Teacher's Guide.

#### **Activity 8**

Have students answer the following comprehension questions:

1. *What was Chang's wish?*
2. *Why was it so important for Chang to make it happen?*
3. *What kind of discrimination did Chang face as a Chinese immigrant?*
4. *Describe Big Pete's personality.*
5. *How was he different from the rest of the American miners?*
6. *What is "gold fever"? Why did Chang have it?*
7. *How does Chang earn his real pony in the end?*



## ***The Josefina Story Quilt*** **by Eleanor Coerr, pictures by Bruce Degen**

**Summary:** Faith and her family are going to California in a covered wagon. But Pa won't let Faith bring her beloved hen, Josefina. Eventually Pa relents. Faith records each vivid event of the journey in a quilt patch.

GRL L

**Objectives:** *Identify cause and effect. Practice summarizing.*

### **PRE-READING**

#### **Activity 1**

Read the book's title and the author's and illustrator's names. Discuss the cover illustration. When and where does the story take place? Put the word "quilt" on the board. Ask students what they know about quilts.

#### **Activity 2**

Read the Author's Note on pages 63–64. Discuss wagon trains. Update the timeline begun in *Small Wolf*. Take out the **Map of the United States of America** from the back of the Teacher's Guide. Have students update it with information from the story.

#### **Activity 3**

Read the back cover summary aloud. Who are Josefina and Faith? Tell students that they will listen to or read the story to find out what happens to Faith's chicken.

#### **Activity 4**

Write "Cause and Effect" on the board in two columns. Explain that effect is *what* happened and cause is *why* it happened. Give an example from the back cover: Faith's pa says there is no room for Josefina on the wagon (effect). She is too old to lay eggs (cause). Have each student fold a piece of paper in half, labeling one side "cause," the other "effect." Ask readers to list examples of cause and effect as they find them in the story.

### **DURING READING**

#### **Activity 5**

Read the chapter "Josefina" to learn why Josefina is special to Faith. Read "California, Ho!" to find out if Josefina can join the family. Read "Trouble" to find out what went wrong on the trip. Read "The Rescue" to learn what unexpected event occurred. Read "Robbers!" to learn how Josefina saved Faith's family. Have the group predict why the next chapter is called "Good-bye, Josefina." Read the chapter to learn what happened to Josefina.

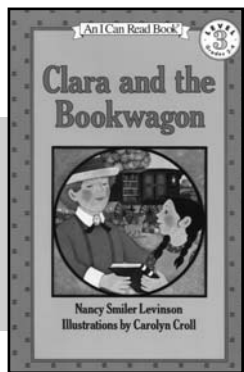
### **AFTER READING**

#### **Activity 6**

Have readers summarize each chapter, including a description of each patch that Faith created for the quilt and why she made it.

#### **Activity 7**

Have students review everything in the story about quilts. Have them use their knowledge to create a quilt. Begin by coming up with a theme. Hand each student an 8" x 8" square patch to design and decorate. Sew the completed quilt patches together by punching holes in them an inch apart and attaching the squares with heavy yarn.



## **Clara and the Bookwagon** by Nancy Smiler Levinson, pictures by Carolyn Croll

**Summary:** Clara desperately wants to learn to read, but her father is convinced that reading is a waste of time for farm families. When a bookwagon arrives at the farm driven by the town's librarian, Clara is finally able to change her father's mind.

GRL K

**Objectives:** *Compare and contrast. Practice sequencing.*

### **PRE-READING**

#### **Activity 1**

Read the book's title and the author's and illustrator's names. Have the group predict the book's genre, giving supporting reasons. Discuss the cover. Ask for another name for a bookwagon.

#### **Activity 2**

Read the back cover summary. Discuss the story's problem and ask the group to share how their parents feel about reading and books.

#### **Activity 3**

Discuss how the author and illustrator make the story come alive. The author uses descriptive language and the illustrator uses vivid colors and details. Have the students pay attention to this as they read the story.

### **DURING READING**

#### **Activity 4**

Read the table of contents. Read "On the Farm" to learn about Clara, her family, and her way of life. Read "A Trip to Town" to learn what Clara discovered. Have the students predict what the "black wagon" is. How will Papa react? Why does he have these feelings about books? Read "The Black Wagon." Read "Books for Clara" to learn how Miss Mary convinced Papa to allow Clara to borrow a book. Read and discuss the Author's Note.

### **AFTER READING**

#### **Activity 5**

Have students take out the **Map of the United States of America** found at the back of the Teacher's Guide and locate Maryland. Add the date of the first bookwagon to the timeline.

#### **Activity 6**

Have readers complete the **Venn Diagram** worksheet at the back of the Teacher's Guide, comparing and contrasting their own lives with that of Clara. Discuss the differences between farm life and life in town. Examine Clara's trip to town in the story. Do similar differences still exist between country and city life?

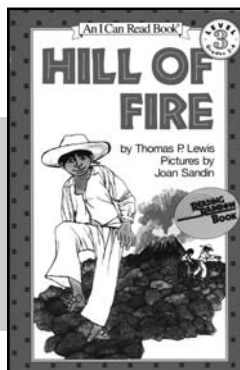
#### **Activity 7**

In groups of two, have students go back to the story and give examples of how the author and illustrator used details to bring the book to life. Have each group share their findings.

#### **Activity 8**

Ask readers to go back to the story and tell when each event happened:

- *Clara first realized she wants to read.*
- *Miss Mary convinces Papa that reading is for everyone.*
- *Clara finds out you can borrow books.*
- *Clara's father does not want her to have books.*
- *Clara's father cannot teach her to read because he can't read.*
- *Papa trusts Clara.*



## ***Hill of Fire*** by Thomas P. Lewis, pictures by Joan Sandin

**Summary:** One afternoon, as Pablo's father is plowing the field on his farm, smoke starts pouring out of a hole. The earth cracks and flames appear. Soon the hole becomes a hill and then a mountain—Pablo and his father witness the birth of a volcano. The villagers are safe, but they must move their entire village and rebuild.

GRL L

**Objectives:** *Practice sequencing. Identify changes in the story.*

### **PRE-READING**

#### **Activity 1**

Read the book's title and the author's and illustrator's names. Discuss the cover illustration. Explain that the story takes place in Mexico. Discuss volcanoes. Why is the title *Hill of Fire*?

#### **Activity 2**

Go to the map found at the back of the Teacher's Guide. Show the group where Mexico is located. Explain that Mexico and the U.S.A. are different countries but we share borders. This means the two countries connect or touch. Explain that because we are so close to Mexico we share many cultural traditions, including the Spanish language.

### **DURING READING**

#### **Activity 3**

Read the story summary on the back cover. Tell students they will listen or read to find out what changes occur during the story.

#### **Activity 4**

Read through page 9 to find out how the farmer and the other people in the village feel. Read through page 15 to learn about the farmer's life. Read the rest of the story uninterrupted.

#### **Activity 5**

Read the Author's Note aloud. Discuss the genre of the book.

### **AFTER READING**

#### **Activity 6**

Have readers discuss the changes from the beginning to the end of the story. What events changed the farmer's life?

#### **Activity 7**

Have students answer the following comprehension questions:

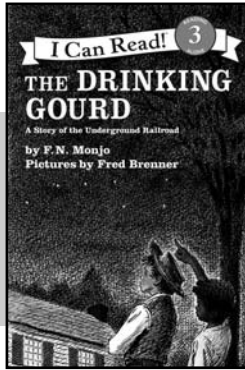
1. *Why was the farmer unhappy at the beginning of the story?*
2. *What happened before the smoke started to come from the hole?*
3. *How did the farmer save the village?*
4. *What would have happened if the farmer had not gone out early to plow?*
5. *What does "The earth was coughing" mean?*
6. *Why did the soldiers come?*
7. *Is the farmer happy at the end of the story? Why? Do you consider him a hero?*

#### **Activity 8**

Have students complete the **Story Map** worksheet found at the back of the Teacher's Guide.

#### **Activity 9**

Add *Hill of Fire* to the timeline. Explain that 1943 was not that long ago, even though Pablo's village was not highly developed. Mention that there are still many undeveloped places in the world.



## **The Drinking Gourd** by F. N. Monjo, illustrated by Fred Brenner

**Summary:** When he is sent home for misbehaving in church, Tommy discovers that his house is a station on the Underground Railroad. Tommy and his father help a family of runaway slaves on their journey toward freedom.

GRL M

**Objective:** Study new vocabulary.

### **PRE-READING**

#### **Activity 1**

Read the book's title and the author's and illustrator's names. Discuss the cover, including the constellation.

#### **Activity 2**

Write the new vocabulary words on the board:

*slavery abolitionist freedom master*  
*Underground Railroad fugitive*

Ask readers what they know about these words.

Clarify what the students do not know.

#### **Activity 3**

Read and discuss the background information in the Author's Note. Help students locate southern states, northern states, and Canada on the map from the back of the Teacher's Guide.

#### **Activity 4**

Read the back cover summary. Tell the group they will listen to or read the story to find out if Deacon Fuller is able to hide a fugitive slave family from a search party.

### **DURING READING**

#### **Activity 5**

Read the Drinking Gourd song on the first few pages. Why did the slaves sing it?

#### **Activity 6**

Read Chapter One to learn what happens to Tommy Fuller in church. Read Chapter Two to learn about the runaways. Read Chapter Three. Have students describe the Underground Railroad. Read Chapter Four to learn how Tommy fools the search party. Read Chapter Five to discover why it is called "Over the River." Read the last chapter to learn who "The Lawbreakers" are.

### **AFTER READING**

#### **Activity 7**

Why did the slaves follow the drinking gourd? What did it represent? Why was the Big Dipper important to follow? Why did slaves try to escape to Canada?

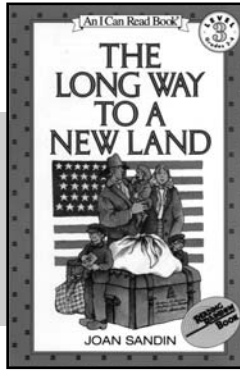
#### **Activity 8**

Ask readers to answer the following questions:

1. *What new information did you learn by reading this book?*
2. *How did this information change your thinking about slavery or freedom?*
3. *What words did the author use that caught your attention? Why?*
5. *Did the author leave you with any unanswered questions?*

#### **Activity 9**

Discuss what lessons Tommy learned that day.



## ***The Long Way to a New Land*** **written and illustrated by Joan Sandin**

**Summary:** It is 1868, and Carl Erik's family faces starvation in Sweden. As their hopes fade, they must endure a journey over land and sea to reach a better life in a new country thousands of miles away.

GRL L

**Objectives:** *Draw conclusions. Study new vocabulary.*

### **PRE-READING**

#### **Activity 1**

Read the book's title and the author's name. Look at the cover illustration. Ask the students to predict the genre and what the story will be about. Have them use other I Can Read! stories to draw conclusions.

#### **Activity 2**

Write "new land," "emigrant," and "immigrant" on the board. Ask the group what "new land" or "land of opportunity" meant in other stories. Ask for an example of an immigrant from another story. Explain that an immigrant comes to a country and an emigrant is leaving a country.

#### **Activity 3**

Read the back cover summary. Where is the family emigrating from? Why? Discuss reasons that people from other countries leave their homes. Chart answers. Talk about the way newcomers have been treated in other stories; for example, Chang from *Chang's Paper Pony*. Have the students predict how Carl Erik's family will be treated. Listen to or read the story to find out how the Erik family fares on their journey.

### **DURING READING**

#### **Activity 4**

Look at the map on the book's title page. Follow the long journey from Sweden to New York. Discuss the different modes of transportation the family will need to take.

#### **Activity 5**

Read the table of contents. Preview the illustrations and predict what each chapter will be about.

#### **Activity 6**

Read the first chapter, "The Letter from America," to learn what impact the letter had on Carl Erik's family and why. Discuss conditions in Sweden. Read Chapter Two to find out how they prepared for the trip. Discuss why they are considered "emigrants." Read Chapter Three to describe the four-day trip to Liverpool. Discuss the other languages heard by Carl, and why doctors had to examine passengers. Read Chapter Four and discuss the hardships of the journey. Talk about the handbook that Carl Erik and his father read. Why do you think someone wrote a handbook for the emigrants? Read Chapter Five and have students describe what the Eriks saw, heard, smelled, tasted, and felt in the new land.

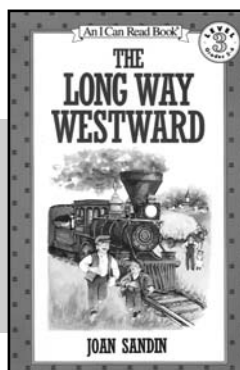
#### **Activity 7**

Read the Author's Note. Discuss what "Yankee" means. Add "Swedish Immigration 1868–1869" to the ongoing timeline.

### **AFTER READING**

#### **Activity 8**

Imagine you are Carl Erik. Write a diary of your journey to America. Begin your first entry in Sweden the day the letter from America came.



## ***The Long Way Westward*** written and illustrated by Joan Sandin

**Summary:** After the long journey from Sweden, Carl Erik and his family are glad to be in America. They land in New York City and board a train for Minnesota. The cross-country journey is fascinating but also tough and confusing. The Erik family is relieved and happy when they finally reach their relatives and their new home.

GRL L

**Objectives:** *Practice sequencing. Identify changes in the story.*

### **PRE-READING**

#### **Activity 1**

Read the book's title and the author's name. Ask the students if the children on the cover look familiar. Tell the group that this is the sequel to *The Long Way to a New Land*. Have them predict what the story will be about.

#### **Activity 2**

Read the back cover summary. Tell the group that they will listen to or read the story to find out about the surprises America has to offer the Erik family. Locate the map on the title page of this book and have students follow the trip westward with their fingers.

### **DURING READING**

#### **Activity 3**

Read the table of contents. Have the students tell what they think the chapters will be about. Read Chapter One for the description of the new land. Why were they told that the streets were paved with gold? On page 14, why are the new arrivals called "countrymen"? How do they feel about being in New York? How are they treated in the new land? Read Chapter Two, then have students describe the things that make the family happy on this trip. Why was the conductor rude to the immigrants? Why was the family happy even though they were not treated like the people in first class? In a land of equality, is everyone really equal? Ask readers for examples from

the story. Read Chapter Three to learn what happens in Chicago. How do other Swedish immigrants help one another? Read the last chapter to tell what is up the Mississippi River. How do they finally end up in Minnesota?

#### **Activity 4**

Read the Author's Note. Discuss the difficult journey from Sweden to the new land and how this family never complained or talked about giving up.

### **AFTER READING**

#### **Activity 5**

In Activity 8 of *The Long Way to a New Land*, students started a diary in the voice of Carl Erik. Have the students continue from where they left off, including all the stops they made and significant people they met.

#### **Activity 6**

Have readers go back to the story *The Long Way to a New Land* and write how the Erik family's life changed from the beginning of that book to the end of *The Long Way Westward*.



## **First Flight: The Story of Tom Tate and the Wright Brothers** by George Shea, pictures by Don Bolognese

**Summary:** When Tom Tate hears that Wilbur and Orville Wright are building a flying machine, he can't wait to try it. Tom helps the Wright Brothers and witnesses their first flight.

GRL K

### **Objective: Practice sequencing.**

#### **PRE-READING**

##### **Activity 1**

Read the book's title and the author's and illustrator's names. Discuss the pictures by Don Bolognese, including the materials he used and his technique. What is happening on the cover?

##### **Activity 2**

Ask the group what they already know about the Wright Brothers. Read the back cover summary and have students describe what information they will find out in the story.

##### **Activity 3**

Write the word "invention" on the board. Discuss inventions and what it takes to make something that has never been made before. Explain that it is a long process. There needs to be an idea, then a plan, then a trial period. Sometimes the invention doesn't work and has to be redesigned.

#### **DURING READING**

##### **Activity 4**

Read the table of contents. What can be learned from the chapter titles? Read Chapter One to learn about the setting. Ask *where* and *when* the story took place. *Who* are the Wright brothers? *What* are they doing? Read Chapter Two to learn why Tom was allowed to ride in the flying machine. Why is the next chapter called "1901"? Read to learn what happens with the flying machine in 1901. Read Chapter Four to learn

what happens with the flying machine in 1902. Have readers describe the changes. Read Chapter Five to learn what happens with the flying machine in 1903. Why are rescue workers present? Read the last chapter to learn whether the flying machine ever got off the ground. Discuss how many years it took for the Wright Brothers to get it right!

##### **Activity 5**

Read the Author's Note. Fill in the timeline. Be sure to note 1969, when man first walked on the moon. Have readers locate North Carolina on the **Map of the United States of America** found at the back of the Teacher's Guide.

#### **AFTER READING**

##### **Activity 6**

Have the students fill out the **Story Map** found at the back of the Teacher's Guide.

##### **Activity 7**

Have students answer the following comprehension questions:

1. *Why did the Wright brothers choose Kitty Hawk to try their flying machine?*
2. *Why did they keep leaving and returning?*
3. *What was the first flying machine like?*
4. *What improvements did they make each year?*
5. *On page 27, why does Tom think that the brothers will never come back? The flying machine flew for only 12 seconds. Why was that a huge accomplishment?*



## Further Historical Fiction Study

The historical fiction titles in this set have many interesting and thought-provoking themes. Here are some additional questions that will give your students the opportunity to think about these ideas, use new information, and draw on personal experiences.

### Topic 1

For many years the people who were the early inhabitants of America were called “Indians.” Over the years the accepted term became “Native Americans.”

- Have readers describe in their own words why the preferred term is now “Native Americans.”
  - Why did the “white man” often consider Native Americans to be their enemies?
  - Were Native Americans really mean and fierce?
  - Were they protecting what was rightfully theirs?
- Use examples from books in the I Can Read! series. Explain that while the term “Native American” is a general description, it is even better to discuss a specific tribe by name.

### Topic 2

The United States of America is known as a “melting pot,” filled with many different cultures, customs, and traditions.

- Ask readers to write an essay on why America has so many different ethnic influences. Have students give specific examples from the I Can Read! books that the group has read.
- Ask for examples of diversity in customs today. Have students share personal examples.

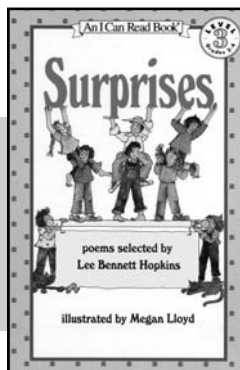
### Topic 3

As Americans, we are told that all men are created equal. However, throughout history people have discriminated against and hated others because they are different or unfamiliar.

- Ask students to give examples from books in the I Can Read! series and give their own opinions about bigotry.

### Topic 4

Discuss with students the reoccurring themes in the historical fiction that the group has read, including the importance of family and making sacrifices to have a better life. Ask readers to give examples from the books.



## **Surprises poems selected by Lee Bennett Hopkins, pictures by Megan Lloyd**

**Summary:** This collection of thirty-eight short, lively poems is grouped in themes ranging from pets, bugs, transportation, and weather to bedtime. Poets include Langston Hughes, Carl Sandburg, and Gwendolyn Brooks.

GRL M

**Objectives:** *Respond to poetry. Study the author's purpose. Draw conclusions.*

### **PRE-READING**

#### **Activity 1**

Read the title and the editor's and illustrator's names. Discuss the phrase "poems selected by." Explain that the author chose the poems, but only two of them are his own. The poems Lee Bennett Hopkins chose moved him in some way. Discuss characteristics of poetry.

#### **Activity 2**

Read the back cover summary to learn the author's purpose. Tell the group they will read or listen to many poems about many things. Ask readers what kinds of poems they like best. How do the poems make them feel?

#### **Activity 3**

Lee Bennett Hopkins chose many different poems for this book. Have students go through the book and find how he categorized the poems. Make an outline on the board using the main headings and listing the poem titles underneath.

### **DURING READING**

#### **Activity 4**

Explain that poems often have messages that are not always obvious. When reading poems you need to "read between the lines." Read the poems in each section and discuss why each poem belongs where it does. For example, the poem "Plans" belongs in the "Who to Pet" section, because the poem is about someone who wants to have pet cats when they grow up.

### **AFTER READING**

#### **Activity 5**

Have the students write a response about their favorite poem. Have them include the title, author, what the poem was about, how it made the reader feel, and why it was the reader's favorite.

#### **Activity 6**

Have the students write an original poem. Tell them to practice reading the poem in the mirror. Share the poems by having an "open mike" event. Serve refreshments and have the students give each other feedback on their poems. Remind students to be positive when giving opinions. Have them tell what they liked about each poem and how it made them feel.

#### **Activity 7**

Have the students find a classmate to illustrate their poem. Publish a book of the illustrated poems.

#### **Activity 8**

Brainstorm with the group all the different ways the poems in *Surprises* made students feel. Write the feelings on the board. Have students go back to the book and give specific examples. Share responses with the class. Remind the students that a poem may elicit different feelings from different people.



## ***The Witch Who Was Afraid of Witches*** by Alice Low, pictures by Jane Manning

**Summary:** Wendy is a witch who is afraid of witches—especially her older sisters. Even worse, after she loses her broomstick, Wendy has no witch powers. With the help of a new friend, Roger, Wendy finds her powers and triumphs over her fears.

GRL L

**Objectives:** *Identify problem and solution. Identify story elements. Practice character analysis.*

### **PRE-READING**

#### **Activity 1**

Read the book's title and the author's and illustrator's names. Look at the cover illustration. Have the students find the picture of the witch who is probably afraid of witches. Discuss the facial expressions of the characters.

#### **Activity 2**

Brainstorm with the group words having to do with witches. For example: spell, broomstick, black hat, and so on. Chart responses.

#### **Activity 3**

Read the back cover summary. Ask the group what they will find out by listening to or reading the story.

### **DURING READING**

#### **Activity 4**

Read the title of each chapter. Discuss what each chapter may be about. Read the first chapter to learn about Wendy's sisters. Draw three circles on the board. Ask the students to read about each sister and write that sister's name in a circle. Put lines around the circle, filling in details about each sister's personality as you read to create a character web.

#### **Activity 5**

Read "A Ghost on the Doorstep" to discover how the ghost changed Wendy's Halloween. Discuss how Wendy feels. Read "At Roger's House" to find out

what Wendy learns about herself. How does Roger help Wendy believe in herself? Read "Two Strong Spells" to find out how Wendy uses her power to teach her sisters a lesson. Have the group predict the ending. Read "Three Witches" to learn how the story ends.

### **AFTER READING**

#### **Activity 6**

Write on the board: "In many stories there are kind-hearted and evil characters. Often, the good are rewarded and the evil are punished." Discuss this concept and ask students for examples from this and other books.

#### **Activity 7**

Ask students to come up with another version of the last chapter. Have them rewrite and illustrate their ideas.

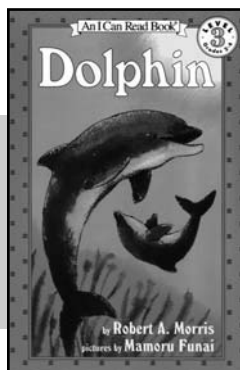
#### **Activity 8**

Have the students fill out the **Story Elements** worksheet found at the back of the Teacher's Guide.

#### **Activity 9**

Have readers answer the following comprehension questions:

1. *What was Wendy's problem?*
2. *Why was Wendy afraid of witches?*
3. *How did she get over her fear?*
4. *What lesson did she teach her sisters in the end?*
5. *What does Wendy do in the end that proves she is a good person?*



## **Dolphin** by Robert A. Morris, pictures by Mamoru Funai

**Summary:** This is the story of the first six months in the life of a baby bottle-nosed dolphin.  
GRL L

**Objectives:** *Generate questions. Study new vocabulary. Identify and understand onomatopoeia.*

### **PRE-READING**

#### **Activity 1**

Read the book's title and the author's and illustrator's names. Look at the illustration on the cover. Have the students predict what the story will be about and the book's genre.

#### **Activity 2**

Put the new vocabulary words on the board:

*calf      cow      bull      pod*  
*blow hole   mammal   dolphin*

Have the students tell what they know about the words. Explain that the words "calf," "cow," "bull," and "pod" have different meanings when speaking about dolphins. Tell the group that they will find the meanings in context as they read the book.

#### **Activity 3**

Have the students create a **KWL** chart in their notebooks. Fold a page into three columns. In the first column put "**K**" for what I **know**. In the second column put "**W**" for what I **want** to know, and in the last column put "**L**" for what I have **learned**. Have the students write what they know about dolphins, and then have them fill in what they want to learn about dolphins.

### **DURING READING**

#### **Activity 4**

Read the back cover summary. Tell the students they

will listen to or read the story to find out about dolphins. Read the story without interruption, stopping only at new vocabulary words. Briefly discuss their meanings in context. Have the students respond to the story.

### **AFTER READING**

#### **Activity 5**

Have the group share their "**K**" and "**W**" from their **KWL** chart, and complete the "**L**"—what I learned. Create a dolphin semantic web on the board with all of the information learned about dolphins.

#### **Activity 6**

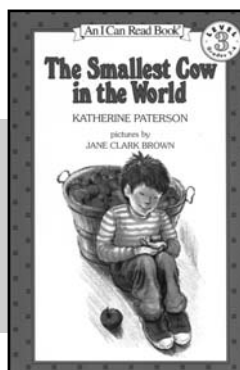
Have readers go back to the story and find all the examples of onomatopoeia. Write each word and ask readers what sound the author was describing. Have half the group write down sounds that other mammals make and have the other half guess which mammals they were thinking of.

#### **Activity 7**

Ask students to fill out the **New Vocabulary** worksheet found at the back of the Teacher's Guide using the vocabulary words from Activity 2.

#### **Activity 8**

Have readers write a book review. Have them include the book's title, the author's and illustrator's names, a summary of what the book is about, who would enjoy this book, and their own opinions of the book.



## ***The Smallest Cow in the World*** by Katherine Paterson, pictures by Jane Clark Brown

**Summary:** Marvin Gates and his family live and work on Mr. Brock's dairy farm. When Mr. Brock sells the farm, everyone is upset—especially Marvin. For Marvin, the worst is not being able to see his favorite cow, Rosie. Marvin imagines that he has a tiny version of Rosie who goes everywhere with him.

GRL K

**Objectives:** *Identify problem and solution. Identify cause and effect.*

### **PRE-READING**

#### **Activity 1**

Read the book's title and the author's and illustrator's names. Ask students what the boy on the cover is holding. Have them predict what the story will be about.

#### **Activity 2**

Read the back cover summary. Have readers describe the problem in the story and where the story takes place. Read to find the solution.

#### **Activity 3**

Ask if anyone in the group has ever moved. Have students imagine the way people feel when they have to move away from their home, school, and friends.

#### **Activity 4**

Write "dairy farm" on the board and circle it. Ask the students what they know about dairy farms, including the animals found there and the products produced on them. Create a semantic map by writing details around the phrase. Explain that it takes many people to run a dairy farm. Sometimes families other than the farm's owners live and work on farms.

### **DURING READING**

#### **Activity 5**

Read through page 8 to learn about Rosie. Who is she and why does everyone think she is mean? Read through page 12 to learn why Marvin loves her and

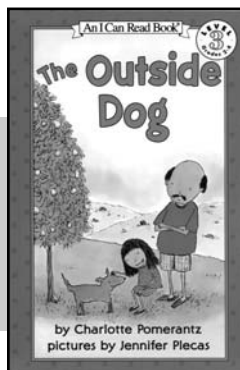
why he thinks she behaves the way she does. Look at the picture on page 15. Why is Marvin so upset? Why did Marvin's family have to move? Read through page 23 to learn how the family felt about the move. Read to page 33 to tell how Marvin behaved after the move. Have readers describe his feelings and the way his family treated him. Read the rest of the story to learn how the family helped solve Marvin's problem. How did the smallest cow in the world help him?

### **AFTER READING**

#### **Activity 6**

Remind the group that "effect" is what happened in the story and "cause" is why something happened. Have readers complete the sentences below by naming the cause for each event or effect:

- *Marvin loves Rosie because \_\_\_\_\_.*
- *No one else loves Rosie because \_\_\_\_\_.*
- *Marvin's family has to move because \_\_\_\_\_.*
- *Marvin is sad because \_\_\_\_\_.*
- *According to Marvin, Rosie came back as the smallest cow in the world because \_\_\_\_\_.*
- *Rosie will never be lonely again because \_\_\_\_\_.*



## **The Outside Dog** by Charlotte Pomerantz, pictures by Jennifer Plecas

**Summary:** When Marisol falls in love with a stray dog, Grandfather doesn't want to adopt it. But Marisol is so crazy about the mutt that Grandfather finally relents—as long as it remains an “outside dog.”

GRL K

**Objective:** *Identify change throughout the story.*

### **PRE-READING**

#### **Activity 1**

Read the title and the author's and illustrator's names. Discuss what is happening in the cover illustration.

#### **Activity 2**

Read the back cover summary. What is Grandfather feeling? Why? Listen to or read the story to find out if Marisol can keep the dog.

#### **Activity 3**

Put the words “outside dog” on the board. Ask students if they know a name for a dog that lives outside and does not have a home. Write the word “stray” on the board. Discuss why it is not safe to play with stray dogs.

#### **Activity 4**

Write the new vocabulary words and phrases on the board:

*Stray mutt collar flea tick*

Spanish words and phrases: *vete abuelito colmado ¿entiendes? ¿Qué pasa? Lo vi Qué raro*

Explain that many of these words are in Spanish.

Read the glossary on the contents page. Show students that the words are spelled phonetically to help with pronunciation. Go over each Spanish word and have the group say them correctly. Look at the meanings and watch for these words in the story. Explain that the meanings will be clear in context.

### **DURING READING**

#### **Activity 5**

Read the titles of the chapters. Have students predict what each chapter will be about.

#### **Activity 6**

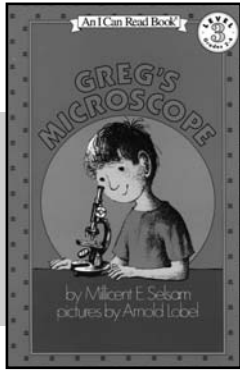
Read “Marisol Wants a Dog” and discuss the setting. Explain why the characters speak Spanish. Why did Marisol want the skinny brown mutt? Why did Grandfather say not to feed him? On page 18, the stray dog is eating bones. Why are they feeding the dog by the road? Ask readers why a dog wears a collar. Read the chapter “A Collar for Pancho.” Discuss how Grandfather is changing his mind. Do stray dogs have names? Read “The Search” to find out what happens to Pancho. Read the last chapter to learn how Pancho saves the day. Discuss the changes from the beginning to the end of the story.

### **AFTER READING**

#### **Activity 7**

Have readers answer the following comprehension questions:

1. *How did Grandfather feel about Marisol having a dog at first?*
2. *What did Grandfather do in the story that showed he was giving in to the idea of keeping the dog?*
3. *How did Marisol convince her grandfather to keep Pancho?*
4. *How did Pancho convince Grandfather to let him stay?*



## Greg's Microscope by Millicent E. Selsam, pictures by Arnold Lobel

**Summary:** When Greg gets the microscope he's been wishing for, he finds a whole new world of tiny things. Greg looks at salt, sugar, thread, even dog hair. Each item is illustrated with a large image, as it would appear under a microscope.

GRL K

**Objectives:** *Practice sequencing. Use details.*

### PRE-READING

#### Activity 1

Read the book's title and the author's and illustrator's names. Ask the group what a microscope is and what it is used for. Discuss the character on the cover illustration. Who is he and what is he doing?

#### Activity 2

Read the back cover summary. Ask the students what the summary tells them about the book. Why could Greg possibly need more than one microscope?

### DURING READING

#### Activity 3

Read through page 9 to find out about Greg's conversation with his father. Why does Greg want a microscope? What is his father's response? Read through page 15 to learn what Greg will look at. Read the rest of the book to tell what Greg learns by looking at things around the house through his new microscope. Discuss why this family needed more than one microscope.

### AFTER READING

#### Activity 4

Have the students go back to the story and list what Greg looked at through his microscope in the correct sequence. There were eleven items in all.

#### Activity 5

Using the list from the prior activity, add details that describe what Greg observed about each object so that someone reading the description will be able to visualize that item.

#### Activity 6

Ask students to imagine getting a microscope as a gift. Have readers tell what they would like to put under the microscope. Why?

#### Activity 7

Ask readers to answer the following comprehension questions:

1. *Why is a microscope an important learning tool?*
2. *What did you learn about our world by reading this story?*
3. *Why did Greg's parents keep looking in the microscope?*
4. *Was Greg's father glad that he agreed to buy Greg the microscope? Why?*
5. *Why do you think Greg and Billy are good friends?*

#### Activity 8

Show the students some magazine or newspaper advertisements. Explain that many toy companies run ads in the newspaper trying to persuade parents to buy their products for their children. Have the students write advertisements for a microscope. Remind them to use selling points that will convince parents that this tool will keep their children happy and learning.



## ***Magic Secrets* by Rose Wyler and Gerald Ames, pictures by Arthur Dorros**

**Summary:** Young readers are given simple instructions for twenty magic tricks as well as tips on giving a magic show.

GRL M

**Objectives:** *Study the author's purpose. Practice reading for information.*

### **PRE-READING**

#### **Activity 1**

Read the book's title and the author's and illustrator's names. Have students brainstorm words that make them think of magic. Chart the words. Ask readers to define "magic" and "trick."

#### **Activity 2**

Read the back cover summary. Ask students what they will be reading about. What is the author's purpose for writing this book?

### **DURING READING**

#### **Activity 3**

Have the students read the first page and tell what the author thinks about magic. Explain that the author did not include a table of contents; however, there are "headings" in this book. Have the students go through the book and find them. Write them on the board. Explain that headings are usually in larger print or bold type and that they give a better understanding of the book's contents.

#### **Activity 4**

Have the students read "How Magic Works" and describe the secrets of the two magic tricks. Read page 13 to learn what you need to do in order to be a good magician. Read through page 39. Ask students their thoughts on why some magic tricks might be better suited than others for a magic show. Read the

rest of the book. Discuss the tricks. Have students tell what they learned and why *Magic Secrets* was a good title for this book.

### **AFTER READING**

#### **Activity 5**

Tell students that they will be performing a magic show for the class. Have each student choose a trick they would like to learn. Use the list from Activity 4 to assign magic tricks to the group. Make sure the materials are available. If students want to work together they can choose a trick that requires an assistant.

#### **Activity 6**

After each student knows which trick he or she will perform, have readers write out a plan on paper. Include the name of the trick, the materials needed, and step-by-step directions on how to perform the trick.

#### **Activity 7**

Create costumes for the magic show. Have the group think of all the items they will need for the performance, such as a top hat, magic wand, bow tie, and so on.

#### **Activity 8**

Have the group plan, design, and make a poster announcing the magic show. Be sure to include Who, What, Where, When, and Why.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Story Map worksheet

Beginning

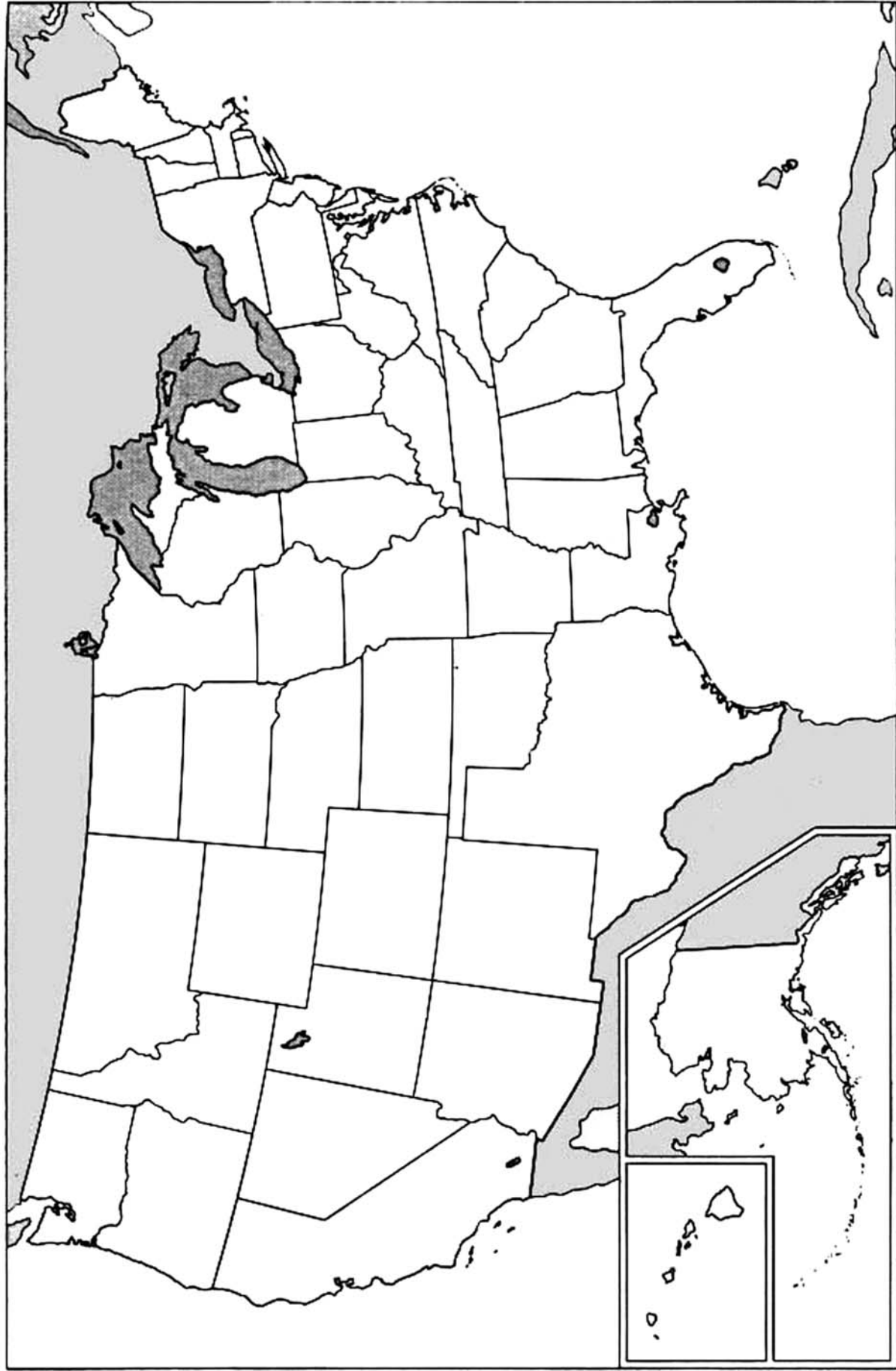
Middle

Ending

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Map of the United States of America



## Story Elements worksheet

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**Fill in the story elements on the lines below:**

**Title:** \_\_\_\_\_

**Author's Name:** \_\_\_\_\_

**Illustrator's Name:** \_\_\_\_\_

**Setting:**

Where does the story take place? \_\_\_\_\_

When does the story take place? \_\_\_\_\_

Who are the main characters? Describe them briefly:

---



---

**Describe the plot or problem:**

Event 1: \_\_\_\_\_

Event 2: \_\_\_\_\_

Event 3: \_\_\_\_\_

What was the outcome? \_\_\_\_\_

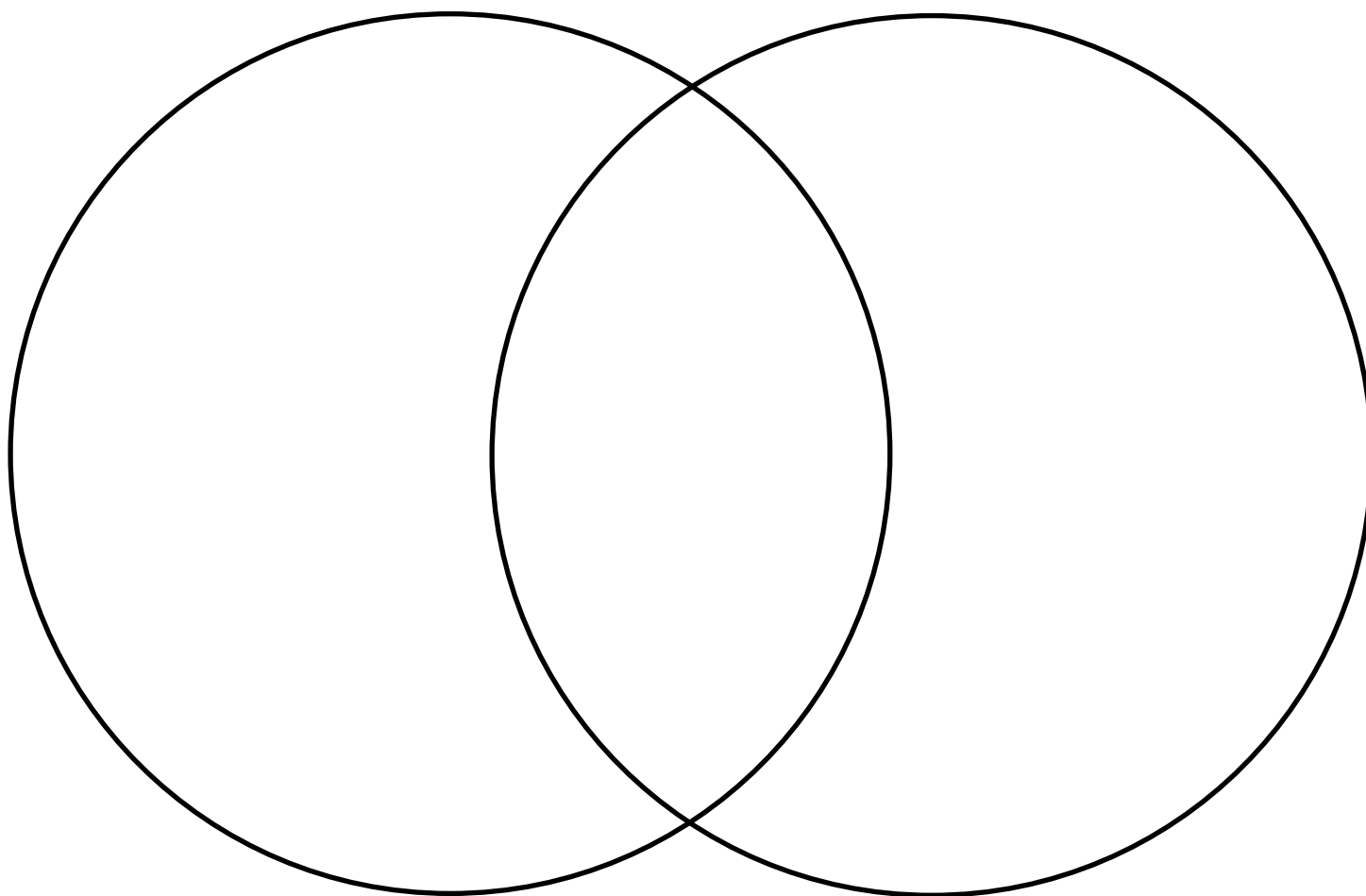
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## Venn Diagram

---

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

### Comparing and Contrasting



\_\_\_\_\_

\_\_\_\_\_

# Character Analysis worksheet

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Important/main character: \_\_\_\_\_

Words that describe the character

Examples from the story

1. \_\_\_\_\_

\_\_\_\_\_
2. \_\_\_\_\_

\_\_\_\_\_
3. \_\_\_\_\_

\_\_\_\_\_
4. \_\_\_\_\_

\_\_\_\_\_
5. \_\_\_\_\_

\_\_\_\_\_

## New Vocabulary worksheet

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**Directions:** Go back to the story and locate new vocabulary words. The other words in the sentence will help you understand their meanings. This is called getting context clues. Copy a sentence from the story that uses each new word into the boxes below. Then make up your own sentence using the word and write that down. This will help you remember what the word means.

Title
-------

Vocabulary word	
Page number	
Sentence in the book	
New sentence	

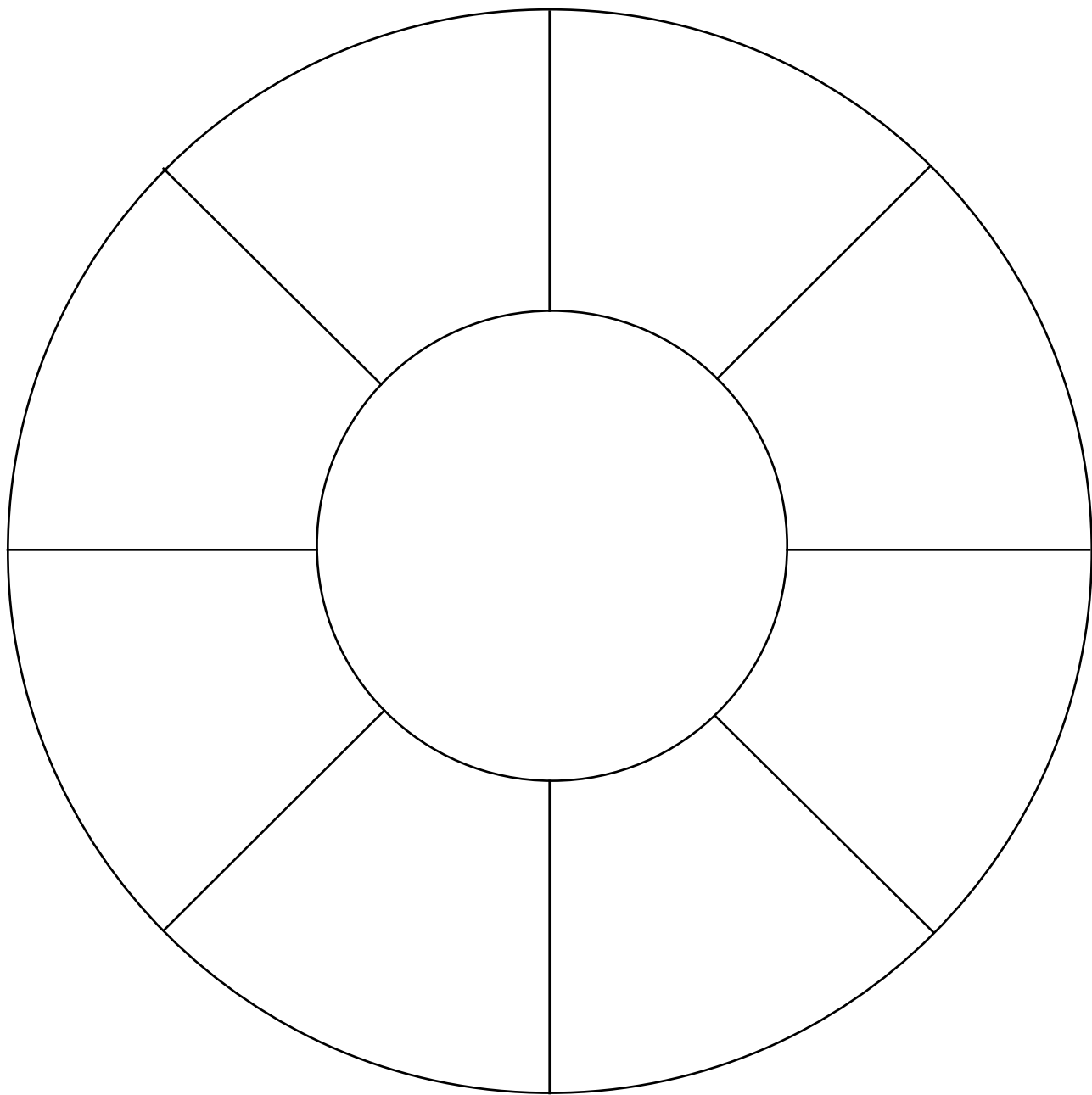
Vocabulary word	
Page number	
Sentence in the book	
New sentence	

Vocabulary word	
Page number	
Sentence in the book	
New sentence	


**Pizza Wheel worksheet**

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**Write the story’s main idea in the middle of the pizza. Add supporting details in the pizza slices.**



This guide was created by Marla Conn, a New York–based reading specialist, educational consultant, and workshop presenter. She specializes in Fountas and Pinnell’s Guided Reading approach and balanced literacy classroom instruction.

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